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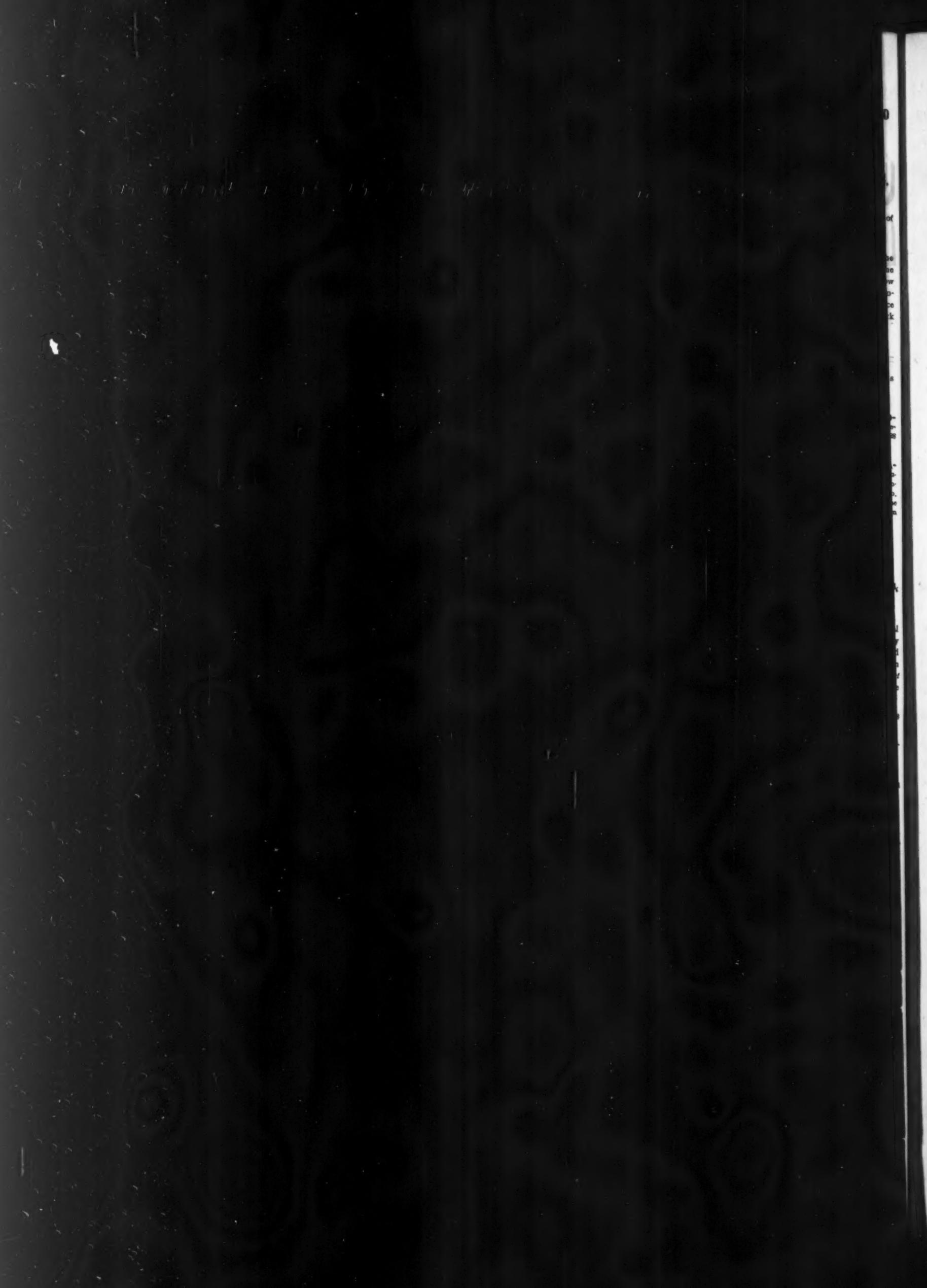
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# NEW YORK SCHOOL JOURNAL

AND  
EDUCATIONAL NEWS.

VOL. VJJJ. NO. 245.

NEW YORK, FEBRUARY 26, 1876.

PRICE FIVE CENTS

## Three Friends of Mine.

When I remember them, those friends of mine,  
Who are no longer here, the noble three,  
Who half my life were more than friends to me,  
And whose discourse was like a generous wine,  
I most of all remember the divine  
Something, that shone in them, and made us see,  
The Archetypal man, and what might be  
The amplitude of Nature's first design.  
In vain I stretch my hands to clasp their hands ;  
I cannot find them! Nothing now is left  
But a majestic memory. They meanwhile  
Wander together in Elysian lands,  
Perchance remembering me, who am bereft  
Of their dear presence, and, remembering, smile.  
In Attica thy birthplace should have been,  
Or the Ionian Isles, or where the seas  
Encircle in their arms the Cyclades,  
So wholly Greek wast thou in thy serene  
And childlike joy of life, O Philohelen!

Around thee would have swarmed the Attic bees ;  
Homer had been thy friend, or Socrates.  
And Plato welcomed thee to his demeum.  
For the old legends breathed historic breath ;  
Thou sawest Poseidon in the purple sea,  
And in the sunset Jason's fleece of Gold !  
O, what had thou to do with cruel Death !  
Who wast so full of life, or Death with thee [old]  
That thou shouldst die before thou hast grown

I stand again on the familiar shores,  
And hear the waves of the distracted sea  
Piteously calling and lamenting thee,  
And waiting restless at thy cottage door.  
The rocks, the sea-weed on the ocean floor,  
The willows of the meadow, and the trees,  
Wild winds of the Atlantic welcome me ; [more]  
Then why shouldst thou be dead, and come no  
Ah, why shouldst thou be dead, when common men  
Are busy with their trivial affairs,  
Having and holding ? Why, then thou has read  
Nature's mysterious manuscript' and then  
Wast ready to reveal the truth it bears, [dead]  
Why art thou silent ? Why shouldst thou be  
River, that steals with such silent pace  
Around the City of the Dead, where lies [eyes]  
A friend who bears thy name, and whom these  
Shall see no more in his accustomed place,  
Linger and fold in thy soft embrace,  
And say good night, for now the western skies  
Are red with sunset, and gray mists arise  
Like damps that gather on a dead man's face.  
Good night ? good night ! as we so oft have said  
Beneath this roof at midnight, in the days  
That are no more, and shall no more return,  
Thou hast but taken thy lamp and gone to bed ;  
I stay a little longer, as one stays  
To cover up the embers that still burn.

The doors are all wide open ; at the gate  
The blossomed lilac counterfeits a blaze,  
And seem to warm the air ; a dreamy haze  
Hangs o'er the Brighton meadows like a fate,  
And on their margin, with sea-tides ebb,  
The flooded Charles, as in the happier days,  
Writes the last letter of his name, and stays  
His restless steps, as if compelled to wait.  
I also wait ; but they will come no more,  
Those friends of mine, whose presence satisfied  
The thirst and hunger of my heart. Ah, me !  
They have forgotten the pathway to my door !  
Something is gone from nature since they died,  
And summer is not summer, nor can be.

—From Longfellow's *Masque of Pandora*.

By mental discipline we mean nothing more than action. The disciplined mind does not differ in kind from the strength of a child. It is evident that the best mental discipline must be that which prepares the mind to grasp and direct the facts, realities and influences, on which human well-being depends.

## Personal Reminiscences, of Distinguished Educators.

BY S. S. RANDALL, LATE SUPT. NEW YORK CITY SCHOOLS.

No. 5

### THE HAZELTINE FAMILY.

More than forty years have now elapsed since the organization in November 1833 of Public School No. 14, (now No. 13) in Houston street, under the auspices of the old Public School Society, and the appointment of LEONARD HAZELTINE as its first Principal. This position he retained up to the period of his death, a little more than a year ago ; discharging all its functions with marked ability and success—enjoying the entire confidence, respect and regard of the eminent men constituting the Trustees of the Public School Society, and of their successors in the Board of Education—and followed to his grave in a green old age, by hundreds of our most estimable citizens, upon whom he had bestowed the rudiments of a sound intellectual, moral and religious education.

Soon after the organization of the Saturday Female Normal School, by the Board of Education he was appointed its principal—the duties and the responsibilities of which position he faithfully discharged for many years, when from failing health he tendered his resignation and was succeeded by Mr. Kiddle. Only the stern hand of death, however, could separate him from his beloved pupils and associate instructors of No. 14. He was a kind hearted, unassuming and genial companion ; an able and efficient teacher ; thoroughly familiar with all the scholarship requisite to his high and honorable profession, and exclusively devoted to its interests. Here, too, in the earlier years of his labor, was daily to be found George T. Trimble, James B. Brinsmade, Joseph Curtis, S. W. Seton, Dr. William H. Hibbard, Joseph B. Collins, and other active members of the old Public School Society, and at a later period, James Cushing Jr., Smith Ely, Geo. A. Jeremiah, Andrew Mills, Harvey H. Wood, of the Inspectors and Trustees of the existing organization.

His elder daughter CAROLINE HAZELTINE has for some twenty years past been honorably known as the faithful, devoted and accomplished Principal of the Female Department of Grammar School No. 10, in the Seventeenth Ward ; and his younger daughter, SARAH H. HAZELTINE, for more than half that length of time, as a favorite and successful teacher in the Female and Primary Department of Grammar School No. 14, in the Twenty-First Ward. His son LEONARD HAZELTINE is now an enlightened and influential member of the present Board of Education.

Here we have the gratifying spectacle of almost an entire family, consecrated to the interests of Popular Education and Public Instruction, in this great Metropolis of the Empire State. Never was a cause more worthy of their utmost devotion : and few indeed among the millions who surround us, and boast

of a more honorable and unspotted record, in this respect than the HAZELTINE FAMILY. From a long and familiar acquaintance, officially and personally, I can most cheerfully and sincerely witness, to their personal worth, their professional ability, their intellectual, moral and social qualifications—their earnestness and sincerity as instructors—their unswerving attachment to the vital interests of education—and the marked influence they have exerted, in their respective spheres of action, upon the extended diffusion among the community of that spirit which has pervaded every portion of our vast city with its stately Temples of Instruction and mental and moral culture, and which will sacredly guard them against every peril and every danger—every taint and every evil influence—come they from whatever quarter they may !

### Wasteful Instruction.

The distributive system of instruction may be well enough for the children of the rich who will spend additional years in college or the university, where prolonged study may be devoted to acquiring exactness in several sciences, and who are not compelled to turn themselves for bread, into the quick world of work where the highest wages are paid for skill in practical mathematics and grammar, and which pays nothing at all for mere fringes of scientific ornamental knowledge.

The children's minds are scattered broadcast over the diversities of knowledge, instead of being kept upon arithmetic and language until they have thoroughly learned the principles and the practice of both, and learned them so thoroughly that it will be impossible ever to lose either the skill or the knowledge.

It would be difficult, it may be demurred, to devote ten years of instruction exclusively to language and arithmetic, with five hours in each school day. The difficulty assumes larger proportions in the pointed course of study, however, than it would in the schoolroom. But such a restriction is by no means necessary. The fault is not that other things are taught, but that other things are taught to the neglect, and the substantial exclusion of these.

In the study of language are included reading, spelling, writing, grammar, rhetoric, composition, and literature—seven studies, instead of one. In arithmetic, there is work enough to be carried through every term in ten years, if the boy or girl is to become thoroughly skillful in what we mean by practical mathematics,—indeed, six terms—two years might be spent with solid profit upon the allied subjects of decimal fractions and percentage. If teachers and school superintendents doubt the accuracy of this statement let them consult business men. It is an almost universal fact that a man occupying a responsible financial or mercantile desk has had to acquire his capability to transact his duties by making them a special study after he has left school, no matter how many years he

remained there. Arithmetic is begun early enough in the course of study, but it is dropped too soon. Of late years, a correct instinct has led to what is technically called mental arithmetic—mathematical operations without material aid. This is begun early enough, but there is not enough of it. It is by far the best means of developing logic in the child's mind ; it not only familiarizes him, gradually and happily, with the various operations in numbers, but it is the most efficient method of inducing the application of reason in all his mental efforts. Yet it is practised only twenty minutes a day, through a year and a half or two years, and receives less consideration than drawing—which is time thrown away,—or music, which is delightful and desirable, but, after all not practical ; and less than any other of the dozen superfluities which make an imposing display in a course of study, but which do little service in the fitting of a boy or girl for bread-getting. Arithmetic, mental and practical, should be continued until the last day of common-school course. It will be objected that pupils will have to "go over the same thing." So they should ; there is no other way by which children acquire permanent knowledge. To memorize a rule is necessary ; but it will be forgotten. But to perform again and again the operations from whose principles the rules are derived, will enable the mind involuntarily to evolve the rules, and the methods will be fixed by the practice. As the average course of study is now divided, a child, with his feeble, forgetful faculties, is expected to perform ten years' mathematical work in six or less, and the heaviest misfortune is that the course takes him over in his infantile period the very principles and practice which he should have an opportunity to study latest and last. Arithmetic ought to begin very early ; but it should occupy, with grammar and composition, the largest part of each day in the last two years of a common-school system. Would it not be more reasonable to give the senior boys of the high school half an hour a day in mental arithmetic, than in mineralogy or geology, astronomy or botany? These have their proper value ; but they are not valuable, to the exclusion of arithmetic, for boys and girls who will leave the high-school to earn their bread. Their value comes later in life.—*Nat. Teachers' Monthly*.

Men tire themselves in pursuit of rest.—*Sterne*.

What men want is not talent—it is purpose ; in other words, not the power to achieve but the will to labor.

Humility and meekness escape many a burden and many a blow, often keeping peace within and often without too.—*Leighton*.

For the good the JOURNAL will be to you as a member of the grandest profession on earth, you can afford to take it. Believe in your profession, try to know about your profession, read about it constantly. This is where the JOURNAL will help you.

## THE SCHOOL-ROOM.

## School Management.

Don't ever seat boys and girls, or young men and women, in the same seat, or as seldom as possible in the same row of seats.

Never punish a boy by seating him with the girls, and *vice versa*. Shame is not a good element of government.

Never stand your pupils in another teacher's room, or take them into another school for punishment. Keep your family matter within your own doors.

Refer the fewest possible cases to the Superintendent or Principal. Frequent calling on higher authority weakens your own influence.

It is poor policy to require boys who make a clatter with their feet to take off their boots. They should be taught to be quiet with their ordinary clothing on, in the ordinary way. Taking off their boots may cause the children to take cold, even if the room seems to be warm; and mothers are never pleased when garments are unnecessarily soiled. Beyond all this, it does not lead to habits of neatness, if we teach careless boys to go about a soiled floor in their stocking-feet.

Try to keep your school-room from being disfigured by rebellious pupils. A table crowded underneath with squatting children, a company of tear-stained urchins perched about, half-standing, half-sitting in all conceivable places, does not help to make your self or school happy, or your visitors comfortable.

Avoid inflicting severe punishment before the school. When it is necessary the punishment should be inflicted, take the culprit into a private room or keep him in after school.

Take time to teach pupils the avoidance of disagreeable and disgusting practices in the presence of others, such as cleaning (?) the slate with saliva and the bare hand. A piece of old cloth or sponge, moistened, can be obtained by all. The school-room is just the place to learn all these little things.—*Mich. Teacher.*

## That Bad Boy.

At length the winter term began, and as I entered the school-room and looked around upon the group there congregated, I had no trouble in picking out "that bad boy." He was rather good-looking than otherwise, with a clear skin, blue eyes, curly brown hair, but he had the square lower jaw, which is the sure indication of stubbornness. (In the course of my experience I have had more than my share of boys with those square set jaws, and, whenever I see one, I always look out for breakers ahead.) However, I kept my thoughts out of face and bade all newcomers a pleasant "good-morning." It, in the few weeks that followed, I treated Lewis Armstrong at all differently from his fellows; it was that I showed rather more courtesy and kindness to him than to the others. Such treatment as this was entirely new to him, and he soon began to entertain for me (though I did not then suspect it) that peculiar mixture of love and reverence which boys of seventeen sometimes feel for lady teachers two or three years their seniors.

But even kindness cannot change a sinner into a saint in a month's time, and I soon discovered that his schoolmates had good reasons for pronouncing Lewis a bad boy. Besides being stubborn, he was a coward and a bully, and one of the most profane boys that I ever had under my control, but he was honest and generous, and came of a good family. I had no serious trouble during the first winter. When he was stubborn as was frequently the case, I possessed my soul with the patience until he yielded the point, and the first struggle of this kind was more prolonged than any which followed. He had a fair share of mischief in him, but

in general he yielded a cheerful obedience to all demands, and not a boy in the school was more willing to do me a favor. Just before the close of the term, I had a serious talk with him on the subject of swearing; he acknowledged the folly and sin of such a habit, and promised that he would try and break himself of it.

The next winter he came to me again, and for a time seemed to be a different boy. He worked harder, played less, and seemed more of a man in every way. But one noon I a loud outcry on the play ground, accompanied by profane words, and on going to the door, I found that Lewis Armstrong was maltreating one of the smaller boys, and swearing at him violently. I called him in, but said nothing until after school; but even then he had not got over his passion, and declared that the smaller boy had said something to him which he would never forgive. I tried to convince him of the folly of getting so angry about such a trifle, but with no avail. When I told him I thought him a coward for attacking one so much smaller than himself, he seemed to feel somewhat ashamed, but still declared that he would never forgive Willie Barton for what he had said about him. In the hope of convincing him that such feeling was wrong, I asked him to repeat to me the Lord's Prayer. To my utter astonishment he replied that he did not know that he had ever heard it. I told him that I had often read it in school, and at once repeated it to him, and then talked for some time on the passage, "For give us our trespasses as we forgive those who trespass against us." But still he would not own himself in the wrong, and declared that his teachers always thought him the worst boy in the school, and laid the blame on him of everything that happened. I told him if he knew how often I had taken his part when others had spoken ill of him, he would not have said that; that I had always been his friend, but that, unless he altered his conduct, I could defend him no longer. After talking a little while I dismissed him still unrepentant, and went home completely discouraged, for I felt that all the prayers I had offered up for the wayward boy had been in vain.

After that evening he was worse than ever before; and one day, when some weeks had elapsed, he tried me beyond endurance, and at last flatly refused to do a sum I gave him. When I dismissed the rest I detained him, and after an hour's struggle, succeeded in getting him to go to work. No sooner was the sum done, than his whole manner changed; he turned to me with tears in his eyes and asked me to forgive him, not only for the way he had acted during the day, but for all his previous misconduct. He alluded to the other evening when I said that I could no longer take his part unless he acted differently, and begged me to be his friend in the future as I had been in the past. He then told me that before he went to bed that night he had learned the Lord's Prayer, and since had frequently repeated it when he was angry and felt like swearing. He seemed very sincere in his repentance, and promised me again, of his own accord, that he would try to quit swearing entirely.

It is almost needless to add that I had no further trouble with him in school. In the spring he went into another state, and entered upon the battle of life for himself. I frequently heard of him, and all the reports said that Lewis Armstrong was going to make a man of himself after all. I had several letters from him, and in one that came a year after his departure, he assured me that he had almost quit swearing, and hoped to be entirely rid of the evil habit.

I learned a lesson from Lewis Armstrong, as valuable as any that he ever learned from me, and that was, never to despair of any pupil, however hopeless his case may seem. Indeed the more varied my experience becomes, the more I am convinced that there are few boys in our Public schools who cannot be conquered by just treatment.—*Normal Monthly.*

## Theory of Public Schools.

Now, in the first place, we assert that the public schools, in the proper theory of their uses, are not intended and were never intended to indoctrinate their pupils in any scheme of religious belief or any system of moral obligation. These highly important objects are deemed to be more wisely left to the instructions of the churches, to the moral disposition and effort. The schools are simply instituted to provide a means for the diffusion of that degree of intelligence among every class of the community which is absolutely necessary to the citizen to enable him to discharge his fundamental duties as a citizen.

They are exclusively and wholly civil institutions. In our peculiar form of political society, where every man participates to a considerable extent in the direction of public affairs, it is universally regarded as one of the essential conditions of general and individual liberty that every man so participating in the public life should be possessed of the primary requisites, at least, of intelligent action. He should be able to read and write, if no more, because reading and writing are indispensable to any intelligent exercise of the franchise, and to any intelligent discharge of public official duties. He is, in fact, not an American man, but a man of some other clime and state of things, without those qualifications. If he cannot read, the ticket or list of candidates which is put in his hands becomes a mere blank paper. He cannot tell whether the vote he deposits is for the man of his choice or a vote imposed upon his ignorance. If he cannot write, he is disqualified from holding any public position which as a citizen he is eligible to hold, and which he ought to hold at times, in acquittal of his fair share of the general responsibility. Again, reading and writing are both necessary to him to enable him to appreciate the value of that public discussion of men and measures which is always supposed to precede, and in some degree to determine, an intelligent ballot.

In a word, reading and writing are conditions of liberty, and as the proper end and function of government is to maintain these conditions, the government has not only a right, but is in duty bound to make provision for them by apt arrangements. Whether the establishment of free public schools in which elementary education is imparted in the most efficient mode of arriving at the end, or whether it would not be more directly reached by making this primary education a requisite to citizenship, is another question which we shall not now discuss.

But, secondly, it is said that an education which does not comprise the teaching of religion and morality is an imperfect and even pernicious education. That it is imperfect, when we regard the great end of education—the training of a human being in the rightful mastery of all his forces, spiritual and intellectual as well as physical—must be admitted. Nearly all forms of education are, in that sense, imperfect. But we deny that the education of the free schools is imperfect in the light of the simple political and civic purpose it was designed to subserve. These schools are not meant to be the rivals of the colleges and seminaries; their objects are not to make scholars and savants; they profess no more than their reason for being implies, which is to put it in the power of the future citizens to become the kind of citizen that his duty to his fellow-citizens and to the safety of the common weal requires him to be.

And when they have done that, they have done, as we contend, their perfect work—all that is contemplated or embraced in the idea of their existence as civil institutions. To ask them to go beyond this line would be to force them out of their sphere, and to expose them to very formidable dangers, by placing them on grounds that it might be impossible consistently to defend.

The schools are established for a special

end; it is a praiseworthy end, and they can accomplish the end. Somewhere and at some time every child must learn his rudiments—he must learn his A, B, C, and his twice two are four; and if he do not learn at the same time, his responsibilities to God and his duties to man, the fault will not be in the schools, but in his parents and his pastors.—*N. Y. Post.*

WHAT IS DISCIPLINE?—We know of nothing better to answer, than that it is that life result which shows the greatest amount done with the least show of effort, and the least loss of force. the character of every instrumentality employed, as well as the energy put forth, to gain a given end, is involved in the definition. We may do much work with a poor tool, but there will be a loss of energy, and an evident restraint in the manner of working. The disciplined workman labors all day, and at the end shows less weariness, and more work done, than he who possesses greater strength and works quite as faithfully, but whose powers are untrained.

To discipline well, in the best sense of the word, is the highest accomplishment of the teacher. Regarded as a part of the work of education, it may be likened to sculpture in art. there is a low and common view of discipline, that makes it to consist chiefly in making boys and girls do whatever is commanded them. So regarded, it is an enemy to culture. That discipline which has for its main sanction the rod, the sharp look, or the peremptory word, is not worthy to be so called. These may be, and are, necessary, at times, but they are least used by the best disciplined and disciplining teachers, and most by the poorest.

The chief ends of discipline are not reached, under any circumstances, through *external restraints*. These have their influence on character, either as bars to outlawry, or as "whips to han'd the *werk* in order;" they prevent in a measure the commission of "exceeding great" offenses, and as low motives; operate upon rude and unthinking minds, but they are not worthy to be called disciplinary, in the sense of culturing the nature of the pupil in the direction of *self-control*—the highest end to be aimed at by discipline.

*Self-control* is by no means a stolid, inactive something, but quite the reverse. It is an intelligent oversight and direction with reference to definite purposes, for which given powers are fitted. It implies through self-knowledge.

We say that the teacher is an artist. What do we mean by this? What, if it be not that, having gained the highest skill and best experience, he is enabled to exhibit to the world beautiful and consistent characters formed upon ideals the hints of which he has found in human nature?

But how can he be an artist unless he give exemplary evidence of possessing the true ideal? How shall we impart purity of character if we have it not in ourselves? And this purity of heart and life is the soul of the whole matter! It is the corner stone of that lawfully founded confidence in ourselves which grows into *self-control*, and, *self-control* grounded on true self-knowledge, begets in us, what every teacher must acquire, viz., respect for human nature.—*Com. School.*

A merchant paid 6% for the use of his money, 7% for expenses; made 12% profit; allowed 5% for bad debts, sold on 6 months credit. What should he mark Calico for which he pays 8 cents a yard cash.

And in her tongue is the law of kindness.  
—*Proverbs of Solomon.*

Be what you are; this is the first step toward becoming better than you are.—*J. C. Hars.*

The Hand once pierced for sins of mine  
This morning made the dew-drops shine.  
Anonymous.

For the N. Y. SCHOOL JOURNAL.

Opening of the Primary Department of School No. 34.

"Quarter of nine return to our room?  
What! has the bell rung so soon?  
Children in order! Take your seat.  
Mary please make less noise with your feet.  
Children in order! For marching take places.  
Hands at your sides, in front faces."

"Now left, now right, first girl proceed,  
Down the side aisle; keep time if you please."  
Seats now taken, silence pervades.  
The music is hushed, into silence it fades.  
Gallery doors rolled, infant faces are seen;  
All attention given, not a sound I hear.

There stands our Principal kind in her look,  
As the leaves the turn of that thrice Holy Book.  
Now in tones rich and full, the silence she breaks,  
"Not a sparrow doth fall, but of heed He takes,  
Then how much more ye children, gathered to-day.  
Will he heed and comfort, and lead the right way."

The Book is closed, little hands are up-raised,  
And voices unite that God may be praised.  
In accents so tender our father we hear,  
Keep and guide our hearts and teach us to fear;  
In the path of unrighteousness never to stray,  
And forget thy kind mercies, and loving sway.

The singing is over; again it is still.  
Miss L. steps forward to begin with a will,  
"Calisthenics children, arise and take place.  
Now exercise each with vigor and grace.  
That was well done; the clapping in time.  
For under arm movement all face in a line."

Calisthenics is over, seats are now taken.  
One song is sung; How its notes awaken,  
Our thoughts, and feelings with seeming delight.  
"Tis morn, 'tis noon, 'tis eve, 'tis night."  
What words more enchanting, song sweeter to hear,  
As youthful voices ring out loud and clear.

Miss B. at piano the march she begins,  
"First Class arise. To your room 'tis Miss Finn's.  
Boys, and girls down middle file,  
Forward, march in double file.  
Now boys to the left, girls to the right.  
Repair to your rooms, and study with might."

AIDA.

Superintendent Kiddie's Annual Report.

The report contains valuable features some of which we here subjoin.

No. of Schools,.....	307
" Male Grammar Do.....	45
" Female " "	45
" Mixed " "	13
" Primary Depta.....	65
" Schools.....	46
" Colored " "	8
" Corporate " "	46
" Evening " "	35
" Nautical " "	1
Average Attendance.	Whole No. Taught.
Male Grammar Schools ..	17,546 32,049
Female Grammar Schools,.	16,653 29,636
Mixed Grammar Schools..	2,473 4,379
Primary Departments....	42,617 93,653
Primary Schools.....	19,801 43,494
Colored Schools .....	872 1,958
Corporate Schools .....	9,092 22,812
Evening Schools .....	10,343 24,149
Normal College.....	1,464 2,467
Nautical School.....	97 185
Total.....	120,958 254,723

Last year the rate of absenteeism based on the average enrolment was about eleven per cent; the present year, it is about nine per cent.

In 1875, the whole number of pupils suspended was 88, of 26 were readmitted. This year there 79 pupils who have been expelled from the schools, and not again heard from. This is probably but a small part of the actual number who have been withdrawn from the schools, because there was no power to restrain their propensity to disobedience and disorder.

Says: Assistant Supt. HARRISON, in the examination of these classes, two leading lines of inquiry have been followed, corresponding to the two leading purposes of the instruction in reading. First, and most important, I place reading for the acquisition of knowledge; not only a knowledge of the facts, ideas, or allusions presented by the subject matter of the selection, but, as fundamental

to this as reaching far beyond it, a knowledge of the true meaning and proper use of words; the expansion of the pupils' vocabulary, the chief means for the expression of their own thoughts, and for the apprehension of the thoughts of others. Neglect or bad training here affects every other exercise requiring the use of words. I regret to add that judicious training is the exception rather than the rule on this point. In most of these classes the pupils have dictionaries, but are seldom taught how to use them. For the explanation of a given word they are too frequently allowed to pass over the more exact phrase or definition, and to select the simplest and most familiar word from the two or more synonyms usually given, without regard to appositeness. The remedy for this can readily be applied by teachers and principals.

Assistant Superintendent FANNING says:— "The results in arithmetic have doubtless been unfavorably affected by the want of accuracy in the use and application of the first four rules of arithmetic." What appears to be only a slight error in addition or subtraction, perhaps a difference of only one, if that one happens to be in the *'thousands'* place, and the number to represent *say dollars*, the final result obtained will, of course, be a thousand dollars wide of the mark—surely not an unimportant item, particularly in these times. Frequent and judicious practice alone can secure accuracy and expertness in adding numbers. As one means of securing the desired accuracy in addition, it would be well, I think in each grammar grade, for the teacher to practice the pupils occasionally in adding columns of dollars and cents, such as accountants daily have to deal with.

Assistant Superintendent McMULLIN says:— "Children do not commence soon enough to use the pen. They should begin to write on paper in the third grade of the Primary Departments and Schools. Roman numbers, to one hundred, are taught in the fourth grade, and to two hundred in the third. It will be seen that, in the latter grade, there is scarcely anything pertaining to Roman numbers to be learned. Let writing on paper be substituted in their place. If time sufficient to make the exercises beneficial is not thus obtained, let a little be taken from the less practical studies of the course. In the first and second Primary grades more than two lessons per week, in writing should be given. The scholars in every class of the Grammar Departments should, at least once a week, write in copy book a sentence, or a paragraph, or a verse of poetry, taken from their reader, for instance. Penmanship is not taught by merely imitating head-lines."

Assistant Superintendent JONES says:—"In very few of the Primary Schools is there uniformity in the character of the writing. Some specimens are written in an angular hand, others in a round hand; while many combine the peculiarities of both. The exercises are generally written with the slate resting on the arm, and too often with pencils so short as to be utterly unfit to enable the pupils to make any improvement. In the first and second grades, sufficient time is not given to penmanship to accomplish the results so much to be desired. We are told by teachers that, owing to the many studies which engage their attention, they cannot give to reading, spelling, writing, and arithmetic the time which their importance demands."

Assistant Superintendent CALKINS says:—"There are several errors in the work of instruction in the Primary School.

1. Inattention to the following important principles and conditions of education:—

The most valuable knowledge is that which is obtained through personal experience.

Real education comes from what the child does.

That which the pupil can clearly represent to others he knows.

It is the teachers' duty to select suitable material for the proper development of their pupils' powers, and then to stimulate their

minds to act upon and work with them, and to guide their personal experience with those materials and subjects, so that a thorough education shall be the ultimate result.

The real work of the teacher consists in so adjusting the relations between the minds of the pupils and the matter or subject of instruction that the conditions shall become the most favorable for the appropriate exercise of the learner's powers in the attainment of knowledge; then the desired mental development will follow as a natural consequence.

Education consists in the ideas and facts gained and properly classified by the learner. It does not consist in the repetition of memorized rules, definitions, and descriptions.

"Neither intellectual nor material food can give nourishment and promote growth and strength until the individual takes and digests it. The passive recipient of facts and definitions cannot make progress in education. Therefore, teaching children how to obtain facts, how to learn properly, is of far greater importance than merely giving them facts to be remembered.

"For the purpose of correcting this group of errors, as far as seemed to be practicable, through the use of methods of teaching, I have instructed teachers to use three or more modes of treating the subjects of instruction during the different stages of progress. A general idea of the nature of these modes, and their order, may be had from the following directions:

First.—In the presentation of each new subject the teacher should illustrate, and the pupils observe.

Second.—The pupils should be required to point out by the use of objects, illustrations, or other suitable means, the leading facts and the matter of instruction.

Third.—The pupils should be required, afterward, to represent by drawing or writing, or in some manner appropriate to the subject, to do that which will clearly show an understanding of what has been taught concerning the subject.

II.—Another group of errors may be found in the efforts of teachers to make their pupils remember given phrases to be recited in response to corresponding questions, without first teaching them the facts. These errors are a consequent result of inattention to the principles and conditions of education previously stated."

"The evil results of this error may be found in all the studies where the teachers pursue this plan; but the baneful effects of such erroneous modes become especially prominent in object lessons, where the chief aim should be development of the child's powers of observation. Teaching the pupil merely to say "elastic means springing back" does not constitute that training in observation which the lessons on qualities are intended to furnish. The pupils themselves must take the object, in school or elsewhere, and by personal experience perceive the property indicated by the name of the given quality, before they can fully comprehend the meaning of the terms, and gain the desired training.

III.—Taking a class entirely but superficially over the prescribed course of a grade in less than one half the time allowed for the grade, also giving undue attention to some subjects, and neglecting others equally important, constitute another group of errors that is much too common.

"The responsibility of these errors belongs in a large part to the principal, whose proper supervision would discover and correct them. Where teachers follow these irregular modes, the usual results of their work are careless habits of study, inaccuracy of knowledge, and lack of thoroughness everywhere.

"For the purpose of aiding in the removal of these errors, and of leading to more system in the progress of the teachers' work, I have recommended making a division of each study

or subject of the grade into four parts, and giving attention to all the subjects belonging to the given part during the month assigned for that portion of the grade; and that each succeeding division receive like attention. This plan would also prevent another extreme, existing in some classes, that of keeping the class upon the same lesson in reading and spelling, (sometimes limited to as few pages for two months as should be learned in two weeks), until the pupils lose all interest in the lessons and cease to make progress. Such a system would also lead to a more thorough completion of each grade before promotion, as in most instances there would remain one month to be spent in a thorough review of the entire grade."

Assistant Superintendent SCHEM says:—"As far as I have been able to observe, the study of German continues to be decidedly popular, both among the pupils of our schools and their parents, wherever it is taught by a competent teacher, and the same amount of fostering care and encouragement is extended to it which the other branches of the regular course of study are expected to receive. In many of the classes, especially of the lower grades, I found an interest in the study and an eagerness to learn, which, in the long experience I have had as a teacher, I have rarely seen surpassed. It was impossible to look at these classes without receiving the impression that they would not only make creditable progress in this particular study but that the profound interest they manifested could not fail to promote the general development of their mental faculties.

"The facts observed by me in our public schools, and briefly referred to in the above remarks, are in full accord with the drift of educational development throughout the civilized world. The study of foreign languages is every where extending and increasing, not decreasing. This is especially the case the three great languages which avowedly march at the head of the present civilization of the world—English, German and French. Not only in all the countries of America and Europe, but in countries like Japan and Egypt, which but recently have established closer connections with the civilized world, the study of these three languages in public, as well as in private schools, is every year assuming larger dimensions. I believe that of the private schools of our country, fully 90 per cent. provide for instruction in German and French, a fact undoubtedly indicating the views of a very large portion of the community.

■ EVENING SCHOOLS. 1

	Male.	Female.
No. of pupils enroled.....	16,709	5,506
No. under 12 years of age..	651	298
No. over 12 and under 16..	8,256	3,810
No. " 16 " 18..	3,496	1,064
No. " 18 " 21..	2,070	880
No. " 21.....	2,286	445

Assistant Superintendent JASPER says, that the age requisite for admission in these schools should be raised, the schools be reduced in number; that a certain number of teachers should be permanently appointed for the whole term, instead of being subject to dismission on the falling off of the attendance, as at present; that the arrangement of the teachers in every school be such that Primary School teachers shall have the instruction of classes of a primary grade only; that a regular course of study be prescribed for the Evening Schools; and that in the attendance, only those pupils be counted who are present at least three-fourths of the evening. He thinks that, "under the present arrangements, these schools are not making satisfactory progress."

Assistant Superintendent McMULLIN says, "The Evening Schools are not succeeding as well as the friends of education would wish. The teachers in these schools are persons of education and experience, selected almost without exception, from those who have given evidence of their ability to in-

Continued on page 652

## New York School Journal

AND

## EDUCATIONAL NEWS.

Office, No. 17 Warren St. New York.

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The SCHOOL JOURNAL can be obtained of any news dealer in the United States. The American New-Company of New York, general agents.

*At the Meeting of the Associated Graduates of the State Normal School, the New York School Journal was by resolution, made the organ of the Association, and earnestly recommended to every member.*

The Editor being a graduate of the Class, of 1851 and having been for several years a teacher in the school, and at the head of the Training School will take a personal interest in advancing the cause of the Association.

C. J. MAJORY

All graduates of the Albany Normal School, in New York city and vicinity are requested to send their addresses to the editor of the JOURNAL as a meeting to form an association will soon be called.

We offered special terms to the principals who sent direct to us the names of *all* their assistant teachers. Need we say that the warm friends of the paper immediately responded? *We only continue these terms for the month of February.*

Miss SEDGWICK has asserted that "the more intelligent a woman becomes, other things being equal, the more judiciously she will manage her domestic concerns." And we add that the more knowledge a woman possesses of the great principles of morals, philosophy, and human happiness, the more importance she will attach to her station and to the name of a "good housekeeper." It is only those who have been superficially educated, or instructed only in showy accomplishments, who despise the ordinary duties of life as beneath their notice. Such persons have not sufficient clearness of reason to see that "domestic economy" includes everything which is calculated to make a people love home and be happy there.

**THE TRUE TEACHER.**—I hold the teacher's position second to none. The Christian teacher of a band of children combines the office of the preacher and the parent, and has more to do in shaping the mind and morals of the community than preacher and parent united. The teacher who spends six hours a day with my child, spends three times as many hours as I do, and twenty-fold more time than my pastor does. I have no words to express my sense of the importance of your office. Still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christian purpose. Why, sir, a teacher should be the strongest and most angelic man that breathes. No man living is entrusted with such precious materials. No man living can do so much to set human life to a noble tune. No man living needs higher qualifications for his work.

ALEXANDER W. STANTON, the Supt. of Truancy in his Annual Report says; Eighteen hundred and seventy-two children, under 14 years of age, were brought before the Police Magistrate during the past year, charged with every species of juvenile crime!

The education of the boot-blacks, newsboys, and juvenile venders of wares, is also a subject that calls for your careful consideration.

I would respectfully recommend that an effort be made to induce the Board of Aldermen to pass a Minor License Ordinance, prohibiting minors from engaging in the occupation of boot-blacking, newspaper selling or vending of wares, without a license, the consideration given for the license being an agreement on the part of the child to attend school for at least two hours during each school day of the school year. There are daily to be found numbers of boot-blacks, newsboys and venders of wares loitering on the streets and congregating about the corners, engaged in "pitching" or "matching" pennies, and other demoralizing pastimes, to the great detriment of many children, who by their example are induced to absent themselves from school. Since the enforcement of the Compulsory Education Law the number following these occupations, I am informed by the Agents of Truancy, has increased very greatly. These occupations are used as a subterfuge to evade the law, and it is found impossible to compel the attendance at school of children professing to be so occupied, it being held that they are engaged in a "lawful occupation."

## Minor Points.

"Of School Masters there are numerous varieties," says an old author. Let the fond and anxious parents remember that however these differ, in one particular they all agree, namely, that they teach to obtain a living. Some have a fondness for it by nature, and some again no liking. Some are satisfied with less and some with more, but all must live. If we should stop here it might seem indeed that the occupation was but a mercenary one. To some it is indeed such and solely such. But teaching is to others something to which they cheerfully, nay, gladly devote themselves with heart and mind, soul and body. There are those who fix before them the maxim, that whatever they do, the will do well. They put energy into their work, and infuse it into all who around.

By this energy they obtain a wonderful influence over the mind of their pupils, what they say is impressive, all they advise or prohibit seems to be important, and goes to the heart. These people are industrious, they have extensive reading, they have great general knowledge; they possess resources. The habit of application they have, excite the same habits in others, for words are the least influences that form character.

These very general remarks will show that the teacher must himself be in many respects what he would have his pupils become. He must have a passion for work. The business that all of us are born into is that of work and the child that does not learn that lesson in school has been injured rather than profited. School is no place for a lazy person. Besides right down work, the pupil must possess energy of character. Now he who has his iron at a white heat will strike out something while those who pound on the cold iron will work in vain. Let the teacher, therefore, move with force and pressure, and infuse this characteristic quality into his pupil's nature.

Whatever may be said about secular teaching, he is wanting in sense who expects to teach and produce no moral impressions, that is no small point of an education, to learn to revere good, and honor greatness. He who would avoid doing this is trying to escape his duty. Far better that there be less Arithmetic or Grammar than

that the heart be uncultivated. We have purposely left unsaid anything on what are so often declared to be necessary qualifications. We insist that these are important if not laid down in the regular list of studies.

## Teacher's Salaries and Permanent Situations.

THERE are several considerations which lead men and women into certain employments, besides the money they expect to earn in them. The chief of these are security, quiet, a prospect of promotion for merit, independence, and public consideration. The security or permanence of a livelihood is a very great attraction to many persons, who constitutionally prefer a moderate living with security, to any chance of great gains without security. A quiet life, safe from the risks of business and the strains and worries of professional contests, from the burdens of weighty responsibilities and all the excitements and alarms of the market, the forum, and the senate, is the dearest desire of many excellent persons who are capable of rendering the best of service in congenial stations. The prospect of promotion for merit, though it be slow, is a very attractive thing to many men and women of admirable type. A position in life which is reasonably independent within well-defined bounds, in which one is not subject to the caprice either of an individual or of a multitude, has great charms for Americans of the best sort. Finally, consideration in the eyes of the public may replace money to a large extent as an inducement to enter an honorable service. It has often been said by ignorant people, and by some who are better informed but prejudiced against American institutions, that Americans are eager for nothing but money, and are not open to considerations of the kind I have been describing. It is an odious slander. No people in the world are more open to these honorable considerations than Americans, and no nation consequently has better material from which to organize the great public services of the state, military, naval, and civil, that of public education included.

Now, by our ill-judged method of electing the teachers in the common schools every year, we throw away in the most wasteful manner almost all the valuable inducements to the teacher's life other than salary. The tenure of the teacher's office in the public schools is precarious, there is no assured prospect of promotion for merit, the mode of election and the frequent recurrence of the election both militate against a reasonable independence, and finally the function has lost in the eyes of the public too much of that consideration and dignity which used to make it attractive.—PRES. ELLIOT.

## "Teachers Rest."

Under this name a home is about to be established, for infirm and invalid teachers, on the banks of the Hudson river, at Tomkin's Cove, N. Y. Many will rejoice at this announcement; it is for women of refinement and culture, whose best years have been devoted to the improvement of others. Their profession takes them in youth from their own homes and families. When broken down by long years of continuous toil and sorely needing rest for mind and body, they find old ties severed by long absence, and are at a loss where to find a home. They have not ordinarily met with great pecuniary success, and their independent spirit forbids them to seek shelter in a Charitable Institution.

A number of ladies feeling a kindly sympathy for such cases, have determined to provide a place where these sick and homeless ones may, at small expense, find rest and comfort and a cheerful home. It has not been projected on a grand scale, for it was thought desirable to preserve as far as possible a *home-like* atmosphere. The house selected will accommodate twelve ladies; but

when this is successfully established, it is designed to extend the work, by opening other houses in various localities, as they shall be needed.

A charge for board will be made of \$4.00 per week, in order that no one need shrink from applying for admission; but the managers reserve the right to reduce or remit this charge according to circumstances.

A committee of internal management will consist of ladies.—Among whom are Mrs. Gay, Miss Berard and Mrs. Ernst, of West Point, and Miss Clement, of Germantown.

## New York City.

## Evening School No. 29.

The Closing Exercises were well attended on the evening of the 18th, there were songs, recitations and a dialogue entitled "The Traveling Lecturer." The audience was greatly delighted with the efforts of the boys who did their best to make the occasion a pleasant one. All of the Trustees were present Messrs Murphy, Duffy, McIntire, Merrill and Hemkin. The Chairman, Owen Murphy made a short speech, assuring the audience that he was in favor of an education for all. Prizes were given to several pupils by Miss Nelligan and Foley, and by Mr. Casey the principal to two pupils for excellence in spelling—the highest prize a gold quarter Eagle being won by Morris Cohen. Judge Duffy being called for by the boys made an excellent address which closed the exercises.

## Grammar School No. 27.

At the invitation of Mr. J. W. Cremin, the Principal, Mayor Wickham visited the school on the morning of the 21st, and after reading the Scripture to the boys, listened to their recitations and singing. These exercises were all performed in a very creditable manner, and showed care and skill on the part of the instructors. The Mayor then addressed the pupils encouraging them to be diligent and studious in order to prepare themselves for the duties that devolve upon Americans, more especially the transmission and perpetuation of our free institutions. He then visited the Girl's Grammar School, whose Principal, is Mrs. Johnson, where he made a brief address; next the Primary Department under the charge of Miss Martin where his eye was taken by the faces of the children, and he spoke to them also. Not one but will remember the visit of the Mayor in 1876.

## Evening School No. 59.

The closing exercises of Evening School No. 59 in 57th St. took place on Friday evening Feb. 18th, in presence of a large audience.

The pupils of the schools, comprising about one hundred and fifteen young girls of unusually refined and intelligent appearance, and under the guidance and instruction of the Principal, Mrs. J. J. Hill, and an able corps of assistants, entertained the company in a most agreeable manner. Several recitations were rendered with fine effect, that of "Barbara Fritchie" being exceptionally excellent. Two very beautiful solos by Miss Kate Hayes, elicited loud applause. A pleasant feature of the entertainment was a humorous reading, rendered with great originality and force by Mr. H. M. Hoy.

The exercises were conducted in fine style by Trustee John J. Macklin, aided by Trustees Jno. O. Alston, and Meyer Thalmessinger. About forty prizes, as well as a large number of certificates, were distributed to the pupils, at the close of which pleasant duty, Messrs Alston and Thalmessinger addressed the pupils in a very happy and appropriate manner. Addresses were also made by Ex-Trustees Katzenberg and Kelly.

The exercises were closed by the singing of "Home Sweet Home," when the pupils

were dismissed many of them expressing regret for the temporary loss of evening instruction.

#### Evening School No. 24.

The exercises at this school under its active principal are always interesting; its closing exercises were so well attended on Friday evening last, that our reporter could not obtain entrance. President Wood made an address on the occasion that was listened to with marked attention. He seemed to feel the occasion, the character of his audience, the efforts of the teachers, and the struggles of the pupils, and spoke in consonance with them. The words were full of earnest feeling, sympathy and good counsel. He was followed by Wm. Oland Bourne who also spoke seasonably and effectively.

There were present Gen. Thos. D. Johns, Jas. Sweeny G. S. 24, Trustees Timothy Brennan (he is always on hand be it noted) John Van Glaun, John Mitchell, John Boyd, Thos. J. Nealis and many others. The Principal Miss Esther Phillips awarded a silver medal to each class, and the Trustees and teachers also gave prizes. It has been a very successful session; the Trustees have been unremitting in attention, and the pupils appear to appreciate the efforts that have been made.

#### Grammar School No. 11.

A very pleasant reception was held at G. S. No. 11 on Monday Feb. 21st, to honor the memory of Washington.

The exercises opened at ten o'clock. The hall was tastefully decorated with national flag and banners bearing the mottoes of the original thirteen states. The audience was large.

The programme was introduced by the Reading of the Scriptures followed by the song "God for our native land."

The declamation "Washington's Birthday" was excellently rendered by Master Schlobohm, also the declamation "Appeal to the Republic" by Master McPherson.

The songs "Battle of Yorktown" and "Peace" were also well given. An Exhibition Drill of the pupils then ensued which reflected credit on the discipline of the school.

The song "Washington's Birthday" was very prettily rendered by Masters Kranstuber and Thompson.

The Declamation "Speech at Bunker Hill Monument" was excellently spoken by Master Holland.

"Some little stories about Washington" were humorously delivered by Masters Nash, Gallagher and Ryers.

The address by Hon. Henry Kiddle the City Superintendent then followed.

Mr. Kiddle congratulated the principal Mr. Alonzo Hopper upon his agreeable entertainment. He then gave some happy and well chosen incidents with regard to Washington in New York. In this address Mr. Kiddle displayed his well known powers of descriptive narration. Mr. Hopper then read a letter from Pres. Webb of the College of the City of New York, regretting his inability to attend the reception through ill health and attention to manifold duties.

A most eloquent address was given by Judge Hooper C. Van Vorst of the Supreme Court. This was followed by the address of Rev. Henry W. Bellows which was peculiarly interesting, pleasing and animating. The Rev. Mr. Bellows possesses the faculty of thrilling his audience immediately upon entering his subject. He speaks as he feels and he transmits that same feeling to his hearers.

The song "La Fayette" was then beautifully sung by a chorus.

Mr. Hopper moved to pass a vote of thanks to those who had attended the reception. The exercises were then closed by the hymn "My Country 'tis of thee" and the audience

retired well satisfied with the entertainment.

Much credit is due to the Principal Mr. Hopper, who succeeded so well in pleasing the audience.

#### George T. Trimble Association.

The eighth annual Re-union and dinner of this organization took place on Tuesday evening February 15th at Seighortner's, No. 33 La Fayette Place, adjoining Astor Library. The members are composed of the pupils of Old Public School No. 7, in Chrystie Street, previous to the year 1845 under the tuition of Stephen H. Kirby & John W. Ketcham as Principals. Some of the old boys are now Merchants, Artizans, Physicians, Lawyers, Professors, Teachers and Clergymen, and also engaged in all of the other varied pursuits of life, making a record for the old school in the "tenth Ward" which must be as appreciable to the old scholars, as it is gratefully held in esteem by the teachers who once had the privilege of "teaching the young idea how to school." And guided these young minds for future usefulness; there was a large representation present.

The band commenced to discourse excellent music at 8 o'clock. After the cloth was removed, wit, humor, toasts and speeches were the order of the evening. Hon. Orestes Cleveland, President occupied the chair at the festive board, flanked on either side by ex-Presidents Daniel Slote and John W. Greaton. Grace was said by Rev. William N. Dunne. Little Georgie Gantz, the good boy, proposed the first toast, the Health of (Aunt Sarah) Miss Bunker, the Principal of the female department, after which was sung the "Greeting song."

#### GREETING SONG OF THE OLD NO. 7 BOYS.

##### COLLEGE AIR.

1. We won't go home 'till Morning. 2. America

Old Boys, we're glad to meet you ;  
With hearty cheer we greet you ;  
With best of fare we treat yon,

To Drive Dull Care away.—Repeat.  
There's nothing here to harm you .  
There's nothing to alarm you ;  
But much, we hope, to charm you ,

And drive Dull Care away.

So say we all of us, &c.—AIR AMERICA.

We come not here to prate, sir ,  
Of either church or state, sir ;  
With us it seems innate, sir ,

To drive Dull Care away.—Repeat.  
We learn in our Old School, sir ,  
That Care is an old fool, sir ;

And Ketchum gave an old rule, sir ,  
To drive Dull Care away.

So say we all of us, &c.

We toiled not quite in vain, sir ,  
Both sense and cents to gain, sir ;  
We're surely not to blame, sir ,

To drive Dull Care away.—Repeat.  
The boys, fill up your classes !  
We'll toast the lads and lasses ,

That formed Old Seven's Classes ,

And drive Dull Care away.

So say we all of us, &c.

"A Telegram" was read which was just received from the Banquet Hall of the members of the George T. Trimble Association of the Pacific assembled at the same time in the city of San Francisco, California, composed of forty of the old pupils. A letter was read from the former principal, Stephen H. Kirby now 75 years of age. The toast "Our sister Associations" of old public schools Nos. 3, 13 and 14 was responded to by John W. Greaton. Rev. Mr. Dunne spoke urging upon "the boys" the necessity of maintaining the public school system in its entirety. He was followed by Benjamin D. L. Southerland Principal of No. 3 and F. C. Wagner, Esq. the President of "old No. 14" public school boys.

J. Frank Wright the present principal of "old No. 7" spoke upon the necessity of the

perpetuation of these kindred associations. Daniel Slote believed that if all of our kindred societies could assemble at once that it would excel all of the "Alumi" William Schwarzwelder one of the old boys, now a member of the Brooklyn Board of Education followed in an eloquent speech which we have not room for in detail, he was followed by Henry L. Slote (of the firm of Slote and James) and Joshua J. Cooley.

The subject was considered, for erecting a monument in Greenwood Cemetery, over the remains of Joseph Lancaster (who was the originator of the "Lancasterian system" and the father of the "sand class") and the arrangements.

An interesting letter was read from the "Geo. T. Trimble Association of the Pacific," and the reply thereto which we regret, we cannot copy for want of room; the letter has the ring of the present wide-awake principal of No. 7.

At the dinner last year the members were invited to be present at the old school house on the first day of May next to participate in the celebration of the semi-centennial Anniversary of the organization of the school May, 1st 1896.

The following officers were elected for the ensuing year, President, Orestes Cleveland, Vice-Presidents, Nathan P. Beers George F. Gantz and Henry L. Slote, Recording Secretary, William Kellock, Corresponding Secretary, William Raynor, Treasurer, Richard Hamilton.

Executive Committee, Charles P. Rogers, Chairman, Orestes Cleveland, Joshua J. Cooley, James V. Schenck, Bradford Willard, John Henry Hull and Henry L. Slote.

The following members, were present at the banquet, John J. Anderson, A. D. Bloodgood, Isidor M. Bon, Hon. Orestes Cleveland, Joshua J. Cooley, C. G. Carpenter, John W. Greaton, Geo. F. Gantz, James B. Goldey Joseph B. Hart, John Henry Hull, William Kellock, Ralph W. Kenyon, Wm. I. Pooley, George P. Payson, Oscar Purdy, Stout Robertson, William Raynor, Chas. P. Rogers, Henry L. Slote, Daniel Slote, Alonzo Slote, Peter Shute, James V. Schenck, Ward St. John, William Schwarzwelder, James Y. Watkins, Jr., Bradford Willard and J. Frank Wright.

#### Evening School No. 23

THE closing exercises of Male Evening School, No. 23, under the able management of John B. Moore principal of Grammar School 61, took place on Friday evening the 18th inst, in presence of a crowded and appreciative audience.

The entertainment which commenced at 7 o'clock by the singing of "Star of Memory" lasted without interruption until 10<sup>th</sup> P. M.

Among the most noticeable and worthy Declamation here was, "Samuel Adam's Speech in favor of the Declaration," by Geo. Hunt, "Shamus O'Brien" by Henry Murgatroyd, "The Dutch Recruiting Officer," by Chas. Hesch, producing an uncommon round of laughter, and last but not least, "Practical Instruction versus Frivolous pastime" by John King.

The songs were especially characterized by the impressive lesson, conveyed in their composition. The principal were "The Star of Memory" and the "Flight of Time" by the school, and the solo "Never Look Sad," "Never be Downhearted Boys", and "Never go back on your Friend," with accompanying chorus sung respectfully by Chas. Hesch, George Garland and George Hunt.

After the distribution of between thirty and forty prizes, and eighty-three certificates, speeches were made by the Trustees and others eulogizing the faithful efforts of the worthy principal and expressing their unbounded satisfaction at the remarkable success of the school through the term, and a agreeable surprise at the amount of talent there exhibited.

#### Grammar School No. 7.

PATRIOTIC exercises of an interesting character were indulged in at this old schoolhouse in Chrystie St, last Monday in commemoration of Washington's Birthday, the scholars all looked cheerful, with beaming faces, and the Principals J. Frank Wright and Miss Sarah Bunker, were both in their happiest mood. The following was the—

##### PROGRAMME.

Reading of the Bible.

Hymn—Booth.

School.

Chorus,—Fatherland

School

Washington's Farewell Address by

Augustus Weismann

Chorus,—Rally Round the Flag Boys

School.

Recitation,—Little Soldier.

Wm. Hartfield.

Solo,—A Hundred Years Ago.

Jessie West.

Recitation,—Independence Bell

Lillie Isaacs.

Chorus,—Red, White, and Blue.

School

Dialogue,—Washington's Birthday

composed by Jessie West

Chorus,—For the Truth, for the Right

School.

Solo,—Zither.

Albert Raboch.

Chorus,—Watch on the Rhine

School,

Solo,—Beautiful Leaves

John Lee Irvine.

Chorus,—Star Spangled Banner

School.

Solo,—Killarney.

Mrs. Bishop

Solo,—Piano.

The Last Hope, by

A. W. Raboch

Duet,—DeBeriot's 1st Concerto

Violin) A. W. Raboch.

Piano) Mrs. J. Wright.

Chorus,—America

by the whole

The semi-annual certificates were distributed by Hugo Gorsh, Ex-Trustee, and Dr. Augustus Weismann, both of which gentlemen made brief addresses, followed by Ward St John, John W. Greaton and Rev. M. Greyer, in reference to the necessity for a new building for "Old No. 7."

#### Female Evening School No. 21

THE closing exercises of this school, took place last Thursday, the 17th inst, at 7:30 P. M. Among those present were Doctor Hunter Inspectors of the district, the Trustees of the Ward, and all the most prominent supporters and friends of public instruction in the district, in fact, every available foot of space was occupied.

The exercises which consisted of singing, recitations, dialogues, reading and instrumental music, were exceedingly well rendered, particularly a piano solo "The Andes" which was executed by Miss Ella Losca, with a great deal of artistic ability, and which elicited great applause from the spectators.

There were a large number of choice volumes presented by the Trustees, as prizes, to the most deserving pupils; there were also two handsome and artistic pairs of gold ear-rings presented by the principal, as prizes for progress and regular attendance during the term.

Doctor Smith, the chairman of the Board of Trustees, addressed the scholars, complimenting them upon their progress and the creditable result of their examination by the Assistant Superintendent.

The whole affair passed off very pleasantly and reflected great credit on the principal, Miss Alice E. Gormley, and her worthy corps of teachers.

#### American Philological Society.

Before this Society, in its rooms at 19 Great Jones Street, New York, January 19th, 1876, Dr. John A. Weisse read a paper on the ORIGIN and HISTORY of the English Language.

This paper, manifestly of great research and value, was highly appreciated, and by

the request of the Society will be repeated.

The following Resolutions were then adopted; viz:

*Resolved.* That the regular session of the American Philological Society, the third Wednesday, 19th July, 1876, be devoted to the reception of Revised Alphabets, constructed in view of having letters, or modified forms of letters, to represent the phonetic elements of the English and other modern languages—and to discussions on the comparative merits of those presented.

*Resolved.* That the committee of the American Philological Society, Rev. Aaron Lloyd, Porter C. Bliss, Dr. John A. Weisse, Mrs. D. L. Scott-Browne, Mrs. Eliza (Boardman) Burns and Mrs. Frances K. (Forward) Hoton, having in charge the formation of a phonetic alphabet adequate to the needs of all living languages are hereby appointed, (with power to add to their number,) a Committee of Correspondence in regard to an International Convention at Philadelphia, during the Centennial in that City.

At a regular session held Wednesday, 26th January, 1876, in the Geographical Rooms at Cooper Institute, was favored by Dr. John A. Weisse with a paper—"The Origin, History and Destiny of the English Language."

Appropriate remarks were made by Messrs Peter Cooper, C. Edwards Lester, Z. C. Zachos D. P. Holton, James M. McKinley, Rev. Frederic James and by Mrs. Burns.

The very multiplicity of convenient forms already devised, which are kindred to and symmetrical with the letters of our present alphabet, is a hopeful feature of the phonetic movement. These new letters will be compared at the international convention during the centennial; and some selection may then be made.

Should there thus be a choice pronounced—*even a unanimous choice*—it will be only as a step preliminary, an element in a subsequent international convention in England, already suggested to convene the third Tuesday in June, 1878.

The next session of the American Philological Society will be held in the Geographical Rooms, Wed. Feb 23, 1876, at Cooper Institute, 7½ P. M., Wednesday, 23rd February, 1876; when Prof. J. C. Zachos will read a paper, entitled *The Phonetic Character of the English Language and the best methods of teaching it.*

David P. Hoton, M. D.,  
Secretary.

#### Franklin Township, Ind. Institute.

At this meeting Miss Haisley presided and Eli Wineberg was Secretary.

The weather being very unfavorable, the number of teachers in attendance was very small; but those who were present will remember it as one of the most interesting of the season.

The good friends had made ample provision for all. Sue Wessler opened the exercises with, "A model recitation in the Second Reader," which plan was accepted by all. Abner Hahn discussed the subject of "How to awaken an interest in education." He did not favor the idea of a teacher playing missionary; all coinciding, but one, who was served up in institute style.

Miss Haisley read an article from the SCHOOL JOURNAL on "School Government." Secretary took exception to the clause "A sudden storm of wrath, with lightnings of indignation, keen and oft will alone purify such an *air*." A general discussion followed.

E. Wineberg the subject of "U. S. History" followed by suggestions from different members of the institute.

Trustee Harlan cheered the teachers with his presence and remarks; he is to the teachers a right hand man.

A large number of visitors were present, also.

*Continued from page 649.*  
struct and control. The order is good in the Evening Schools, frequently it is excellent. The classification this year is so thorough that my examination of the schools proved that little more could be done in this regard. But irregularity and lateness exists to such an extent that they are crying evils, and make all effort vain.

"A more regular and punctual attendance is the one thing needed. The appointment of persons whose business it shall be to look after delinquent scholars, with a view of compelling them to attend, is a measure which might be worthy of consideration."

#### COMPULSORY EDUCATION LAW.

The truant agents, under the direction of the Superintendent of Truancy, have been exceedingly active and zealous in the work of investigating the causes of the absence of all pupils between the ages of eight and fourteen, belonging to the Primary or Grammar Schools, who have been reported by the Principals as truants, or whose absence was protracted and not accounted for. In this manner, many children absent from school without the knowledge of their parents have been returned to the schools; and by this means not only has the attendance of pupils been somewhat increased, but the amount of truancy in the schools diminished, since other children have been deterred from playing truant by the greater certainty of detection, as well as, in some cases, by the fear of being sent to the Randall's Island school, as incorrigible.

No other effect than this has, in my opinion, been produced by the enforcement of the law, necessarily incomplete as it has been this year, except, perhaps, an indirect influence exerted upon the minds of parents and guardians, to induce them to send their children to the schools with greater frequency and regularity.

#### A Remarkable Pen Picture.

Yesterday we had the pleasure of inspecting a "Centennial Picture of Progress in the United States," designed and executed by Daniel T. Ames, Pen artist, 205 Broadway.

The picture is 48x32 inches in size and embraces the Declaration of Independence, Proclamation of Emancipation, Portraits of Washington and Lincoln, and twenty-two pictorial scenes illustrative of the leading national events and improvements of the century past.

The growth and improvements of the country are strikingly represented by two ingenious and skilfully drawn landscape pictures; one "1776" presents an interminable wilderness broken here and there by small pioneer settlements; the other "1876" presents the same landscape with changes wrought during the lapse of hundred years, exhibiting a populous country, great cities, railroads, canals, lines of telegraph, bridges, manufactorys, ship yards, public and private institutions, forts, light houses, commerce, &c.

Encompassing the entire picture as a border and entwining through it forming penning for the pictorial scenes, is beautiful rustic and floral work, which unites and unifies the picture, imparting to the whole work a remarkably unique and pictorial effect.

No description we can give does justice to this picture, it must be seen to be comprehended. We can truly say that it is the most comprehensive, interesting and instructive historical picture we have every seen, one that would adorn every home in our land.

It is a surprising exhibition of skillful and artistic penmanship greatly surpassing any thing we ever seen before or deemed possible to be accomplished with a pen.

The picture is designed for exhibition at the Centennial. Copies of it are now being printed 28x40 and 24x30 inches in size, and may be procured from the publisher James Miller, Esq., 202 Ross street Brooklyn, E. D., accompanied by a well written key.

#### Correspondence.

Caledonia, O., Jan 17th, 1876.  
ED. N. Y. SCHOOL JOURNAL:—I sent you a report of the Logan Co. Teachers Institute, all the service I can do you will be freely given, success to you and the teachers of your noble State. Have read with pleasure your address on D. P. Page. What an opportunity to have had the guidance of such a mind as this, I have studied him for years, and make all effort vain.

Yours Fraternally,  
G. W. SNYDER.  
Supt. of Schools.

MR. A. M. KELLOGG,

Dear Sir: My only apology for writing the enclosed, is that the action of your Board of Education on the German Question, has thoroughly inspired me. This movement is so entirely GERMANE to the true idea of progress, that I could not refrain from cordially endorsing it. I desire to extend my hand in friendly greeting to every such step toward a higher moral plane, and the dignifying of our national individuality.

We have the advantage of your city in that we have never yielded to this pressure for the introduction of the German into our schools. I sincerely trust, that your Board will go a step further, and restore the Bible to its wonted place in the Public Schools. This would also vindicate our National characters, as a Christian people. I should have something to write you on this subject, but probably you are weary of the discussion.

I am comparatively a new reader of your excellent JOURNAL, but see it is full of progress.

Very Respectfully Yours,  
H. T. MORTON  
Supt. Knoxville City Schools.

For the JOURNAL.

"HE WHO KNOWS NO OTHER TONGUE, DOES NOT KNOW HIS MOTHER TONGUE." FROM the action of the Board of Education, relative to the study of languages in the Public Schools, it is evident that Master and Miss New York, are not destined to that state of deplorable ignorance indicated by the above couplet. A thorough knowledge of his mother tongue is undoubtedly a no less imperative necessity to every scholar, than is the trowel to the mason, or the hammer to the carpenter. To each of them it is the tool whereby he works, and as such is indispensable, but a tool on the tongue of a brainless head or in the hand of a brainless man, is about as useful to humanity as a razor in the hand of a baby. We are glad to know that while the Board of Education propose to give to its growing scholars, the scholar's tool, it does not ignore the necessity for a genuine supply of ideas, behind the tool, and that it recognizes the great fact, that the study of the *Natural Sciences* is the grand source of all ideas. More than this, we rejoice to know that it is coming to recognize the fact that the study of philosophy, the Science of Life, is the chief of Natural Sciences, since it comprehends all others. We cannot approximate toward an understanding of Philosophy without a knowledge of physiology. Prof. Scraper says—

"So far from philosophy being a forbidden domain to the physiologist, it may be asserted that the time has now come when no one is entitled to express an opinion in philosophy, except he has first studied physiology. It has hitherto been to the detriment of truth that these processes of positive investigation have been repudiated." \* \* \* \* Doctrines in psychology, unless they are sustained by evidence derived from anatomy and physiology are not to be relied upon."

Our Boards of Education, as also parents and teachers in both public and private schools, are coming to recognize more and more the truth of above assertion, and with

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the demand for more and better instruction in the science of life, as the only way to elevate the quality of the life that is, and that which is to come, there naturally comes the demand for the necessary apparatus with which to make the subject appreciable of the pupils.

"Was die Augen schen, glaubt das Herz." What the eyes see, the heart believes.

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The Logan Co. Teachers Association was held at DeGraff; Seventy-five or eighty teachers were present, Rev. John Williamson, of Bellefontaine, President, delivered the opening address from the subject "Take Time." It was listened to attentively by all present. This was followed by an impromptu address on Graded Schools, by G. W. Snyder; some profitable discussions followed, after which the Association adjourned.

At 2 o'clock an address on "Primary Instruction" by Dr. Mattoon of the West Liberty schools. Discussion opened by Prof. Zeller of DeGraff, followed by Snyder, Harvey and others. At half past two o'clock, Supt. Vanbushkirk of Rushsylvania presented "Analysis of sentences;" some discussion followed, opened by Zeller. The address of the evening was delivered by Rev. D. D. Mathews, D. D. After the address the association adjourned to the Union school building where a social was the order of the hour.

An address on Reading by G. W. Snyder of Caledonia; followed by discussions. Mr. H. H. Barr addressed the Association on Arithmetic.

Adjourned at 8:10 P. M. to meet at Bellefontaine on the first Monday in August next, to hold a four weeks institute. The first four

weeks to be given to thorough drill in the branches required in the common schools and the fourth week to Institute work proper.

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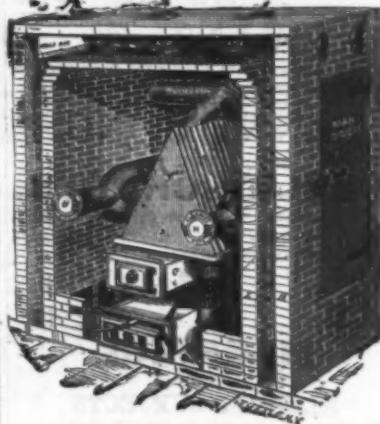
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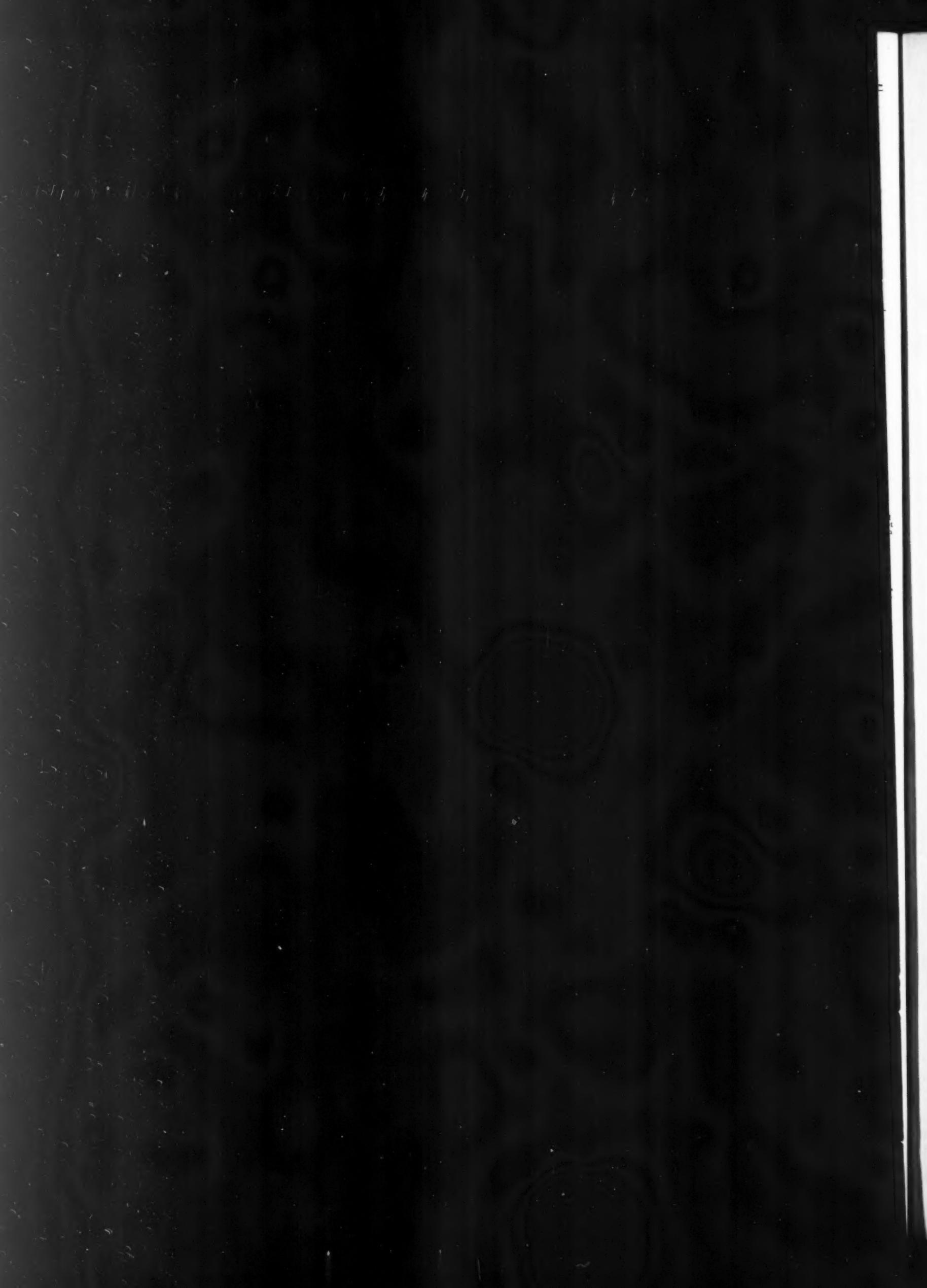
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